

Module 1: Introduction to the Therapeutic Community Curriculum

Module 1 Goals and Objectives





Goals: To develop a training community; to provide participants with an overview of the TCC's goals and objectives, structure, and learning approach; to introduce participants to the Therapeutic Communities of America (TCA) Staff Competencies; and to introduce participants to one TCA Staff Competency: "acting as if."



Objectives: Participants who complete Module 1 will be able to

- \$ Explain the overall goal and the objectives of the TCC
- \$ State at least five TCA Staff Competencies
- \$ Define the concept "acting as if" and describe at least one way staff members can demonstrate this concept in their work with TC residents.

Content and Timeline

Introduction	30 minutes
Presentation: Overview of the TCC	30 minutes
Exercise: Small- Group Formation	45 minutes
Break	15 minutes
Presentation: TCA Staff Competencies	20 minutes
Presentation: TCA Staff Competency—Understanding and Practicing the Concept of "Acting as If"	10 minutes
Summary and Review	20 minutes
Journal Writing and Wrapup	20 minutes
Total Time	3 hours, 10 minutes

Slides	Notes
 <h2 data-bbox="444 428 613 470">Module 1</h2> <p data-bbox="399 529 662 558">Introduction to the TCC</p>  <p data-bbox="282 693 581 751">U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment www.samhsa.gov</p> <p data-bbox="805 774 846 789">OH #1 -1</p>	
 <h2 data-bbox="360 907 691 940">Small-Group Formation</h2> <ul data-bbox="233 982 818 1167" style="list-style-type: none">• What quality does each person in the group have in common with others?• What do you expect to get out of this training?• Which TC slogan would you like to adopt as your group slogan for the training? <p data-bbox="805 1293 846 1308">OH #1 -2</p>	
 <h2 data-bbox="435 1423 620 1457">“Acting as If”</h2> <ul data-bbox="250 1516 805 1717" style="list-style-type: none">• When an individual acts in a certain way long enough, the thoughts and feelings that support the behavior will strengthen.• Feelings, insights, and altered self-perceptions often follow behavior change rather than precede it. <p data-bbox="805 1808 846 1822">OH #1 -3</p>	

Slides	Notes
 <p>Journal Writing and Wrapup</p> <ul style="list-style-type: none"> • What are your expectations about the TCC training? • What thoughts or concerns do you have about your role as a TC staff member? • What would you most like to know more about? <p>OH #1-4</p>	
 <p>Pework for Module 2</p> <ul style="list-style-type: none"> • Read Resource Sheet #2-1: 14 Basic Components of a TC • Research the history of your TC <p>OH #1-5</p>	

Resource Sheet #1-1: TC Recovery Maxims

The following recovery maxims, also called slogans or unwritten philosophies, are used in the TC to give residents a motto to live by and reflect on during each day.

Love.
Honesty.
Act as if.
Guilt kills.
Blind faith.
Hang tough.
Step by step.
No free lunch.
Keep it simple.
One day at a time.
Responsible concern.
No gain without pain.
Clean bed, clean head.
Compensation is valid.
Remember who you are.
To be aware is to be alive.
Trust in your environment.
You get back what you put in.
Nothing is constant but change.
What goes around, comes around.
You are your brother's/sister's keeper.
You can't keep it without giving it away.
Do your thing and everything will follow.
You alone must do it, but you can't do it alone.
It is better to understand than to be understood.
Be careful what you ask for—you might just get it.
If you think you are looking good, you are looking bad.
If you think you are looking bad, you are looking good.
Remember where you came from to know where you are going.

Resource Sheet #1-2: TCA Staff Competencies

The following competencies are from the TCA Web site (www.therapeuticcommunitiesofamerica.org). The first competency is outside the scope of the TCC and will not be discussed.

1. Coordinator has knowledge of data-gathering tools as well as assessment instruments that facilitate the evaluation of a member's strengths as well as areas needing improvement.
2. Understanding and promoting upward mobility and the privilege system (Module 10).
3. Understanding and promoting self-help and mutual help (Module 4).
4. Understanding and practicing the concept of "acting as if" (Module 1).
5. Understanding and discouraging the concept of the "we-they dichotomy" (Module 7).
6. Understanding the relationship between belonging and individuality (Module 6).
7. Understanding and facilitating group process (Module 8).
8. Maintaining accurate records (Module 10).
9. Understanding social learning versus didactic learning (Module 4).
10. Understanding the need for a belief system within the community (Module 3).
11. Understanding and practicing positive role modeling (Module 7).

The TCC provides important general knowledge about competencies 2 through 11. Trainers demonstrate each competency throughout the training and provide opportunities for participants to practice each competency.

Please note that participants will need training in addition to the TCC to develop completely the skills needed to become a fully competent TC staff member.

Summary of Module 1

TCC Goals and Objectives

Overall Goals

- To provide a common knowledge base for all staff members working in TCs
- To encourage training participants to work on their professional growth and development

Overall Objectives

Participants who complete the TCC will

1. Understand and be able to explain
 - The history, basic concepts, and components of the TC
 - The TC views of the disorder, the person, recovery, and right living
 - The social structure and physical environment of the TC
 - The TC treatment methods
 - The ways in which staff members help residents change their behavior, attitudes, and self-identity through the community-as-method and the self-help and mutual self-help learning processes
 - The expectations, roles, and competencies of all staff members
2. Experience increased self-awareness
3. Be able to identify concerns about their roles and ways to obtain additional information, support, or training
4. Experience and understand the TC process through participation in simulations and role plays of TC methods
5. Experience an enhanced sense of belonging to a TC.

TCA Staff Competencies

Competencies are skills, knowledge, abilities, personal qualities, and behaviors that are critical to completing work. TCA Staff Competencies are listed on Resource Sheet #1-2.

TCA Staff Competency—Understanding and Practicing the Concept of “Acting as If”

“Acting as if” means residents and staff members must behave as the persons they aspire to be rather than the persons they have been. All TC members are expected to behave in ways that demonstrate the values of the community.

The psychological principle that underlies acting as if is that, when individuals act in a certain way long enough, eventually the thoughts and feelings that support the behavior also will strengthen. Feelings, insights, and altered self-perceptions often follow behavior change rather than precede it.

Staff members can encourage residents to practice acting as if by

- Expecting residents to behave in prosocial ways
- Instructing residents to use their groups to discuss the resistance they feel when acting in ways that do not feel normal and comfortable
- Asking a resident to perform a job function he or she does not like and asking the person to do it with a positive attitude.

Review of Module 1

In your small group, discuss and quiz one another on the following (feel free to take notes on this page). Can you

- State the overall goals and objectives of the TCC?
- State at least five TCA Staff Competencies?
- Define the concept “acting as if” and describe at least one way staff members can demonstrate understanding this concept?